

PHYSICAL EDUCATION

GRADE LEVEL CONTENT EXPECTATIONS

v.09.07

Physical Education

Michigan's Physical Education <u>Grade Level Content</u> <u>Expectations in Fitness and Physical Activity are categorized</u> into 4 domains:

Participation During Physical Education (PE)
Participation Outside of Physical Education (PA)
Health-Related Fitness (HR)
Physical Activity and Nutrition (AN)

Students should understand principles and concepts that support physical activities and develop and maintain personal levels of physical fitness across grade levels. In order for students to demonstrate competence within this strand, students should be moderately or vigorously active for at least 50% of the physical education class time. All students should be encouraged to be active before, during, and after the school day. Physical fitness includes muscular strength, muscular endurance, cardiovascular endurance, flexibility, and body composition.

MOTOR SKILLS AND MOVEMENT PATTERNS

CONTENT KNOWLEDGE

FITNESS AND PHYSICAL ACTIVITY

PERSONAL/SOCIAL BEHAVIORS AND VALUES



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MICHIGAN DEPARTMENT OF EDUCATION Department of education grade level content expectations across the grades Department of Physical activity K - 8

Fitness and Physical Activity Participation During Physical Education Education Κ 1 2 6 7 8 Students will... A.PE.00.01 A.PE.01.01 A.PE.02.01 A.PE.03.01 A.PE.04.01 A.PE.05.01 A.PE.06.01 A.PE.07.01 A.PE.08.01 **Physical** participate, at a moderate participate, at participate, at a moderate participate regularly (i.e., a participate in physical participate in physical participate in physical participate in physical participate in intensity level, in physical a moderate minimum of 50% of class to vigorous intensity activities that are activities that are activities that are activities that are vigorous physical activities activities that focus intensity level, in level, in physical activities time) in physical activities in intensity level (i.e., a moderate in intensity vigorous in intensity vigorous in intensity that are vigorous on skill building rather physical activities level (i.e., a minimum minimum of 65% of class that focus on skill in physical education level (i.e., a minimum level (i.e., a minimum in intensity level than on formal game that focus on skill building rather than on class, including: locomotor of 60% of class time of 60% of class time of 60% of class time time sustaining a minimum (i.e., a minimum During structure, including a building rather than formal game structure, activities, activities sustaining a minimum of sustaining a minimum of sustaining a minimum of 70% of target heart of 70% of class variety of locomotor on formal game a variety of locomotor inclusive of manipulative 60% of target heart rate) 70% of target heart rate) of 70% of target rate) in physical education time sustaining a and developmentally structure, including a activities, a variety skills, dodging, chasing, in physical education, in physical education, heart rate) in physical while exploring a wide minimum of 70% variety of locomotor appropriate including: locomotor of developmentally and fleeing activities, including: locomotor education while variety of target, net/wall, of target heart manipulative skills. and developmentally activities, activities appropriate physical and modified games that activities, activities exploring a wide variety invasion, striking/fielding/ rate) in physical **Participation** appropriate include combinations inclusive of manipulative inclusive of manipulative running games, rhythmic activities that incorporate of target, net/wall, education while manipulative skills. of locomotor and skills, dodging, chasing, skills, dodging, chasing, invasion, striking/ activities, outdoor pursuits manipulative skills, and exploring a wide chasing and fleeing manipulative skills. and fleeing activities, and fleeing activities, fielding/running games, and fitness-related variety of target, and modified games that and modified games that activities inside physical activities. rhythmic activities, net/wall, invasion, include combinations include combinations outdoor pursuits, education. striking/fielding/ of locomotor and of locomotor and and fitness-related running games, manipulative skills. manipulative skills. activities inside physical rhythmic activities, education. outdoor pursuits, and fitness-related activities inside physical education. **Participation Outside of Physical Education** Education 2 7 8 1 6 Students will... A.PA.02.01 A.PA.03.01 A.PA.08.01 A.PA.00.01 A.PA.01.01 A.PA.04.01 A.PA.05.01 A.PA.06.01 A.PA.07.01 participate regularly (i.e., participate, at a moderate participate, at a participate, at a moderate participate in physical participate in physical accumulate time in accumulate time in physical accumulate time in **Physical** a minimum of 60 minutes intensity level, in physical moderate intensity to vigorous intensity activities that are activities that are physical activities activities that are moderate physical activities activities that focus on level, in physical level, in physical activities per day for 7 days a moderate in intensity vigorous in intensity that are moderate to to vigorous in intensity that are moderate skill building rather than activities that focus that focus on skill week) in physical activities level (i.e., a minimum level (i.e., a minimum vigorous in intensity level (i.e., a minimum of 60 to vigorous in on formal game structure, on skill building building rather than on outside of physical of 60 minutes per day of 60 minutes per day level (i.e., a minimum minutes per day for 7 days intensity level (i.e., including a variety of rather than on formal formal game structure, education, including: for 7 days a week while for 7 days a week while of 60 minutes per day a week while maintaining a minimum of 60 of locomotor activities game structure, a variety of locomotor locomotor activities, maintaining 60% of maintaining 70% of for 7 days a week 70% of target heart minutes per day for and developmentally including a variety of activities, a variety activities inclusive of target heart rate) outside target heart rate) outside while maintaining 70% rate) while participating 7 days a week while Outside appropriate manipulative locomotor activities of developmentally manipulative skills, of physical education, of physical education, of target heart rate) primarily in physical maintaining 70% of skills on a daily basis. and developmentally appropriate physical dodging, chasing, and including: locomotor including: locomotor while participating activities that focus on target heart rate) appropriate activities that incorporate fleeing activities, modified activities, activities activities, activities primarily in physical combining locomotor and while participating manipulative skills manipulative skills, and games that include inclusive of manipulative inclusive of manipulative activities that focus on manipulative skills and primarily in physical **Participation** on a daily basis. chasing and fleeing combinations of locomotor skills, dodging, chasing, skills, dodging, chasing, combining locomotor applying strategies in activities that and fleeing activities, and fleeing activities, activities on a daily basis. and manipulative skills, and manipulative skills modified game play outside focus on combining and daily non-structured modified games that modified games that and applying strategies of physical education. locomotor and and minimally organized include combinations include combinations in modified game play manipulative physical activities outside of locomotor and of locomotor and outside of physical skills and applying of physical education. manipulative skills, and manipulative skills, and education. strategies in daily non-structured daily non-structured modified game play and minimally organized and minimally organized outside of physical physical activities outside physical activities outside education. of physical education. of physical education.

			Fitness a	ind Physical	l Activity			
K	1	2	3	4	5	6	7	8
Students will								
A.HR.00.01 recognize one of the five components of health-related fitness.	A.HR.01.01 recognize three of the five components of health-related fitness.	A.HR.02.01 recognize that there are five components of health-related fitness.						
		A.HR.02.02 meet the criterion- referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test, etc.).	A.HR.03.02 meet the criterion- referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test, etc.).	A.HR.04.02 meet the criterion- referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test, etc.).	A.HR.05.02 meet the criterion- referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test, etc.).	A.HR.06.02 meet the criterion- referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test, etc.).	A.HR.07.02 meet the criterion- referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test, etc.).	A.HR.08.02 meet the criterion- referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test, etc.).
		A.HR.02.03 meet the criterion- referenced muscular strength and endurance health- related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang, etc.).	A.HR.03.03 meet the criterion- referenced muscular strength and endurance health- related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang, etc.).	A.HR.04.03 meet the criterion- referenced muscular strength and endurance health- related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang, etc.).	A.HR.05.03 meet the criterion- referenced muscular strength and endurance health- related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang, etc.).	A.HR.06.03 meet the criterion- referenced muscular strength and endurance health- related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang, etc.).	A.HR.07.03 meet the criterion- referenced muscular strength and endurance health- related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang, etc.).	A.HR.08.03 meet the criterion- referenced muscular strength and enduranc health-related fitness standards for age and gender (e.g., Curl- up, Push-up, Pull-up, Modified Pull-up, Flexe Arm Hang, etc.).
		A.HR.02.04 meet the criterion- referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch, etc.).	A.HR.03.04 meet the criterion- referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch, etc.).	A.HR.04.04 meet the criterion- referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch, etc.).	A.HR.05.04 meet the criterion- referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch, etc.).	A.HR.06.04 meet the criterion- referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch, etc.).	A.HR.07.04 meet the criterion- referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch, etc.).	A.HR.08.04 meet the criterion- referenced flexibility health-related fitness standards for age and gender (e.g., Backsave Sit and Reach, Shoulder Stretch, etc.)
		A.HR.02.05 meet the criterion- referenced body composition health- related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing, etc.).	A.HR.03.05 meet the criterion- referenced body composition health- related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing, etc).	A.HR.04.05 meet the criterion- referenced body composition health- related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing, etc.).	A.HR.05.05 meet the criterion- referenced body composition health- related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing, etc.).	A.HR.06.05 meet the criterion- referenced body composition health- related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing, etc.).	A.HR.07.05 meet the criterion- referenced body composition health- related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing, etc.).	A.HR.08.05 meet the criterion- referenced body composition health- related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing, etc.).



				Fitness	and Physical	Activity				
	Health-Related	Fitness - Contin	ued							
	К	1	2	3	4	5	6	7	8	
	Students will									
							A.HR.06.06 identify a plan for improving or maintaining their health-related fitness status with assistance from the teacher.	A.HR.07.06 develop a plan for improving or maintaining their health-related fitness status with assistance from the teacher.	A.HR.08.06 develop and implement a plan for improving or maintaining their health-related fitness status with assistance from the teacher.	
							A.HR.06.07 self-assess their own health-related fitness status for muscular strength and endurance, flexibility, and body composition with teacher guidance.	A.HR.07.07 self-assess their own health-related fitness status for muscular strength and endurance, flexibility, and body composition with teacher guidance.	A.HR.08.07 self-assess their own health-related fitness status for muscular strength and endurance, flexibility, and body composition.	
							A.HR.06.08 identify the principles of training (frequency, intensity, type, time, overload, specificity).	A.HR.07.08 describe the principles of training (frequency, intensity, type, time, overload, specificity).	A.HR.08.08 recognize the principles of training (frequency, intensity, type, time, overload, specificity).	
				Physical	Activity and	Nutrition				
5	К	1	2	3	4	5	6	7	8	
	Students will									
אורא מוומ וא	A.AN.00.01 identify that physical activity can lead to increased heart rate, breathing rate, perspiration, etc. (e.g., running, galloping).	A.AN.01.01 achieve moderate levels of physical activity that cause increased heart rate, breathing rate, perspiration, etc. (e.g., running, galloping, and hopping).	A.AN.02.01 sustain moderate to vigorous levels of physical activity that cause increased heart rate, breathing rate, perspiration, etc. (e.g., running, galloping, skipping, and hopping).	A.AN.03.01 identify that physical activity and nutrition have effects on the body (e.g., food as fuel, helps build and maintain bones, muscles, and joints, reduces feelings of depression and anxiety, reduces risk of some chronic diseases, provides nutrients vital for health and maintenance of body, reduces the risk of low bone mass, etc.).	A.AN.04.01 describe selected effects that physical activity and nutrition have on the body (e.g., food as fuel, helps build and maintain bones, muscles, and joints, reduces feelings of depression and anxiety, reduces risk of some chronic diseases, provides nutrients vital for health and maintenance of body, reduces the risk of low bone mass, etc.).	A.AN.05.01 describe effects that physical activity and nutrition have on the body (e.g., food as fuel, helps build and maintain bones, muscles, and joints, reduces feelings of depression and anxiety, reduces risk of some chronic diseases, provides nutrients vital for health and maintenance of body, reduces the risk of low bone mass, etc.).	A.AN.06.01 discuss the effects of physical activity and nutrition on the body (e.g., food as fuel, helps build and maintain bones, muscles, and joints, reduces feelings of depression and anxiety, reduces risk of some chronic diseases, provides nutrients vital for health and maintenance of body, reduces the risk of low bone mass, etc.).	A.AN.07.01 monitor the effects of physical activity and nutrition on the body with teacher guidance.	A.AN.08.01 monitor the effects of physical activity and nutrition on the body.	



MICHIGAN DEPARTMENT OF EDUCATION D PHYSICAL EDUCATION GRADE LEVEL CONTENT EXPECTATIONS ACROSS THE GRADES D PHYSICAL ACTIVITY K - 8

Physical Activity and Nutrition - Continued											
	K	1	2	3	4	5	6	7	8		
	Students will	Students will									
	A.AN.00.02 briefly support their own body weight in selected activities (e.g., climbing, hanging, hopping, jumping, animal walks, and stunts) to develop muscular strength and endurance.	A.AN.01.02 briefly support their own body weight in selected activities (e.g., climbing, hanging, hopping, jumping, animal walks, and stunts) to develop muscular strength and endurance.	A.AN.02.02 support their own body weight in selected activities (e.g., climbing, hanging, hopping, jumping, animal walks, and stunts) to develop muscular strength and endurance.	A.AN.03.02 utilize physiological indicators associated with moderate physical activity (e.g., sweating, increased heart rate, increased respiration, palpating pulse) to adjust participation/effort in isolated settings.	a.AN.04.02 utilize physiological indicators associated with moderate to vigorous physical activity (e.g., sweating, increased heart rate, increased respiration, palpating pulse) to adjust participation/effort in isolated settings.	a.AN.05.02 utilize physiological indicators associated with moderate to vigorous physical activity (e.g., sweating, increased heart rate, increased respiration, palpating pulse) to adjust participation/effort in controlled settings.	A.AN.06.02 apply the physiological indicators associated with moderate to vigorous physical activity to monitor and/or adjust participation/effort (e.g., palpating pulse, using pedometers, and/or heart rate monitors to train in target heart rate zones) with internal or external feedback.	to train in target heart rate zones) with	A.AN.08.02 apply the physiological indicators associated with moderate to vigorous physical activity to monitor and/or adjust participation/effort (e.g., palpating pulse, using pedometers, and/o heart rate monitor to train in target heart rate zones).		
		A.AN.01.03 demonstrate flexibility through a full range of motion of major joints.	A.AN.02.03 demonstrate flexibility through a full range of motion of the major joints.	A.AN.03.03 support their own body weight while participating in activities that improve physical fitness.		A.AN.05.03 support their own body weight while participating in activities that improve physical fitness.					
				A.AN.03.04 participate in non- manipulative activities that promote healthy joint flexibility.	A.AN.04.04 participate in non- manipulative activities that promote healthy joint flexibility.	A.AN.05.04 participate in non- manipulative activities that promote healthy joint flexibility.					

Acknowledgements

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